EFFECTIVE LEADERSHIP MEASUREMENT TOOLS

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Educational Leadership Measurement Tools Workgroup

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KEEP STUDENTS IN MIND

- Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. (Wallace Foundation, 2010)
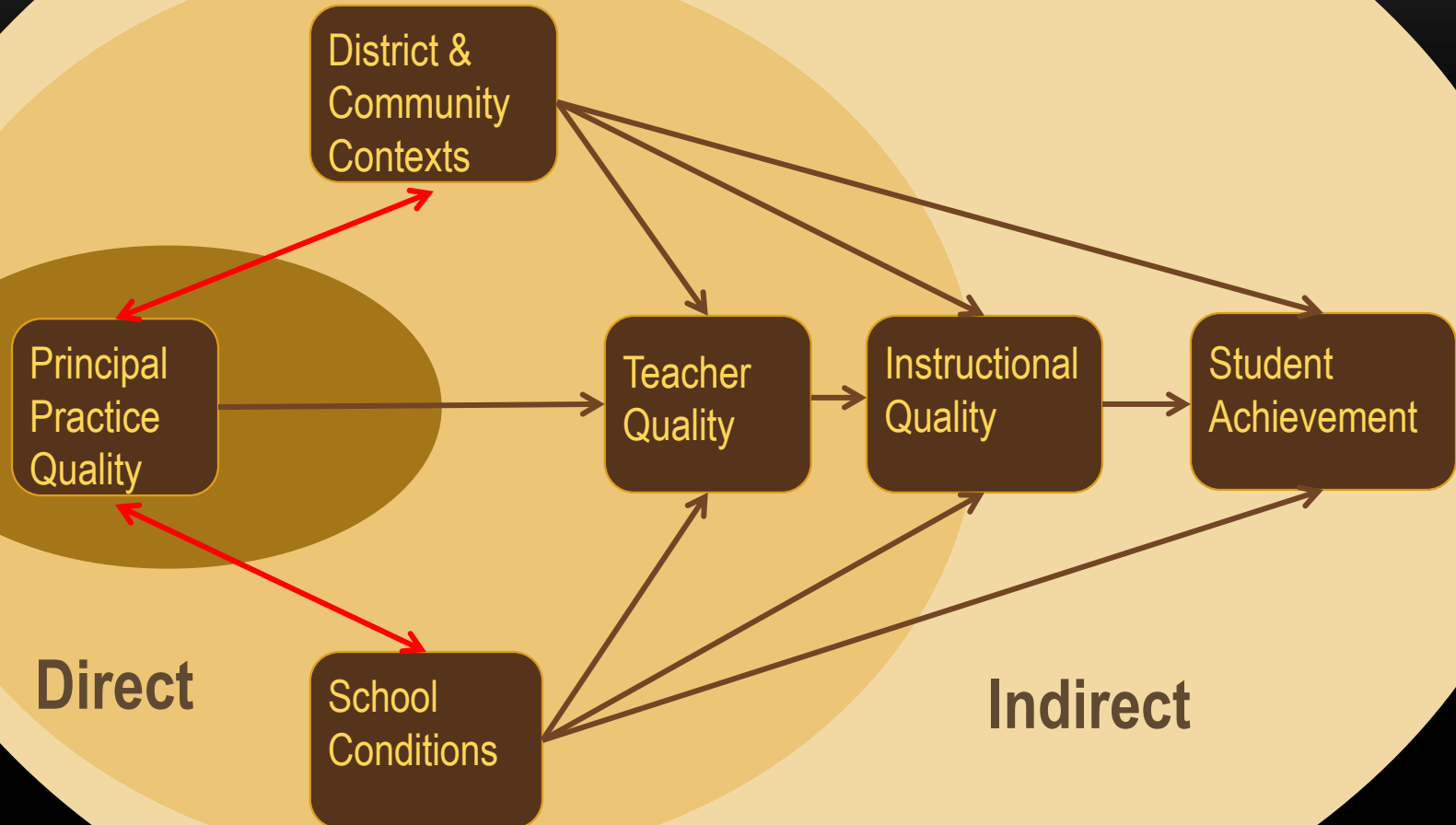
HIGHLY EFFECTIVE LEADERSHIP

- Effective leaders are expected to be accomplished in **behaviors and actions** that lead to higher levels of student growth and learning.

Framework for Principal Impact

Adapted from presentation by Matthew Clifford, AIR, 2011

District & Community Contexts

Principal Practice Quality

Teacher Quality

Instructional Quality

Student Achievement

School Conditions

Direct

Indirect

GOALS

- <u>Overall charge #1</u>: Make recommendations for educational leadership measurement tools (i.e., observational instruments and student and parent survey tools).
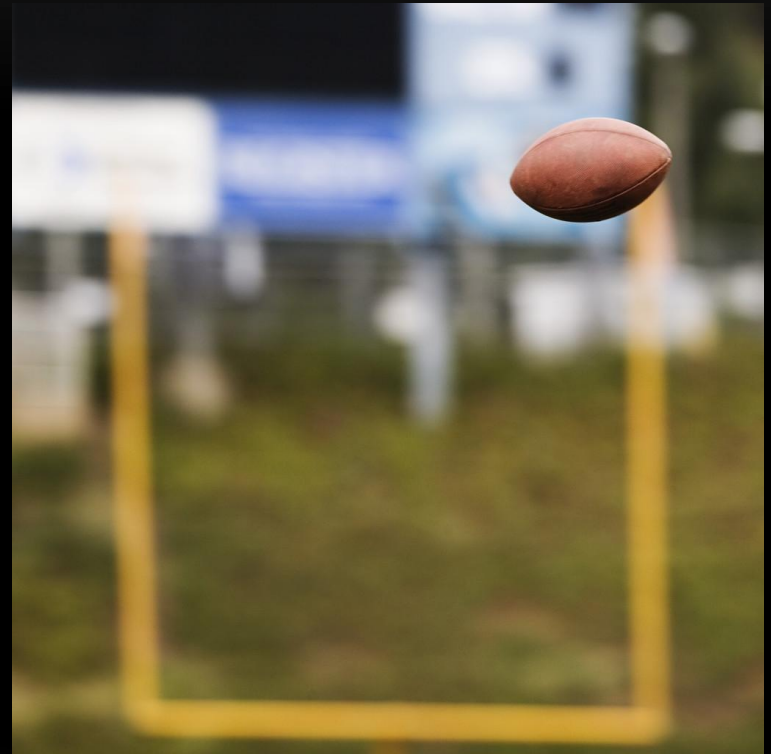
GOALS

- <u>Overall charge #2</u>: Make recommendations for model State Educational Leadership Performance Evaluation System that LEAs may adopt or adapt.
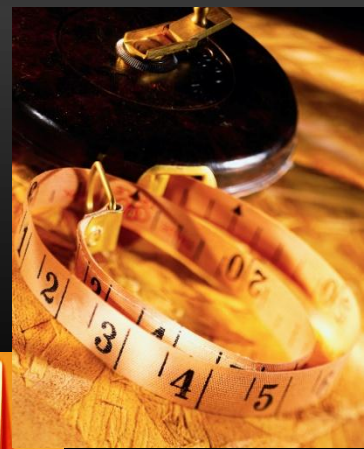
SUPPORTING CHARGES

- Understand what is going on in other states and districts in measuring high quality instructional leadership.

- Indicate educational leadership effectiveness as related to Educational Leadership Standards and Rubric.
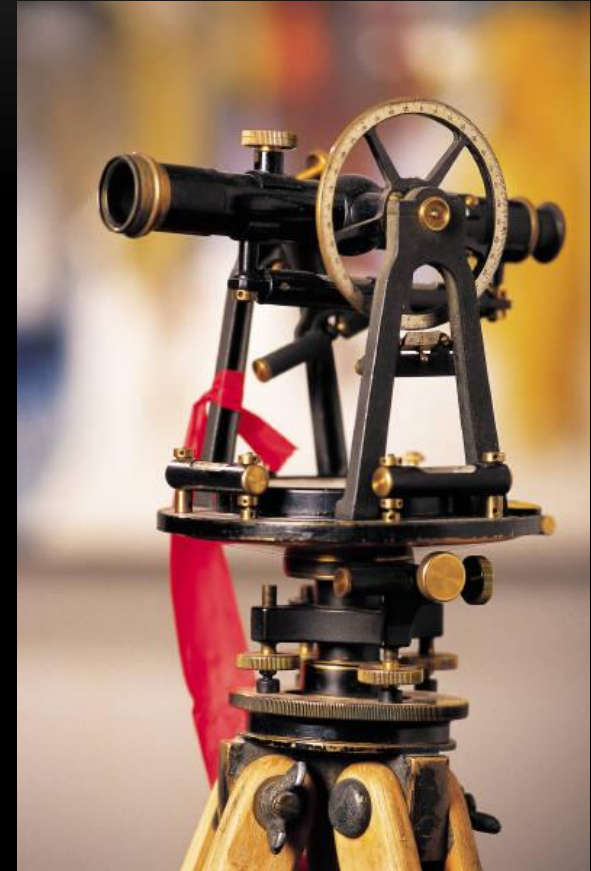
SUPPORTING CHARGES

- Recommend multiple measurement tools for observing and assessing educational leaders.

- Develop valid and reliable tools that can be used to know and recognize effective and highly effective educational leaders.

SUPPORTING CHARGES

- Develop criteria for evaluating the quality and accuracy of observation tools (on-going).

- Develop recommendations for parent and student survey tools.

- Develop a plan and timeline for implementing observation and survey tools.

SUPPORTING CHARGES

- Discuss the weighting of instructional leadership measures and parent and student input measures as indicated in PEER R277-531.

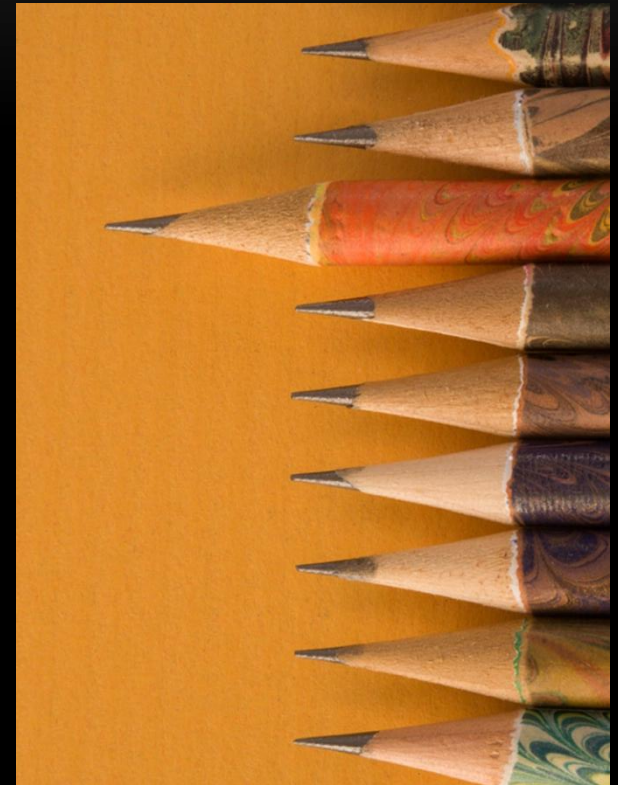- Discuss the processes associated with piloting evaluation measurements for districts and state.
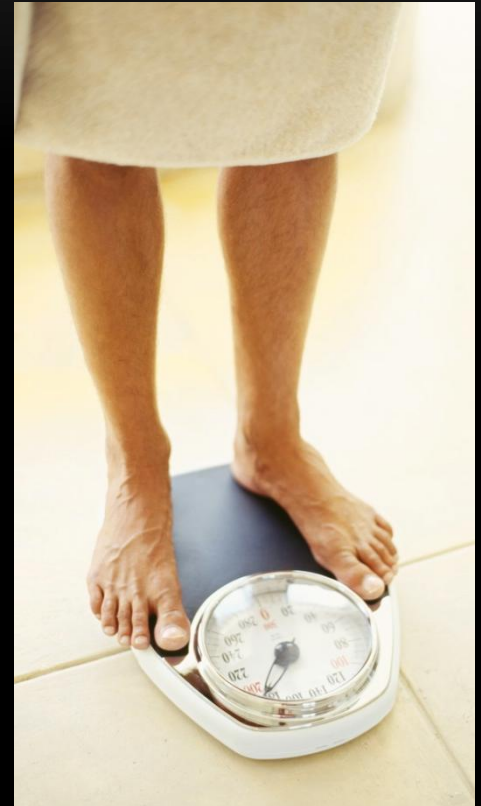
UTAH'S EVALUATION FRAMEWORK

- Requires LEAs to use student achievement results as a measure of teacher AND leader performance.
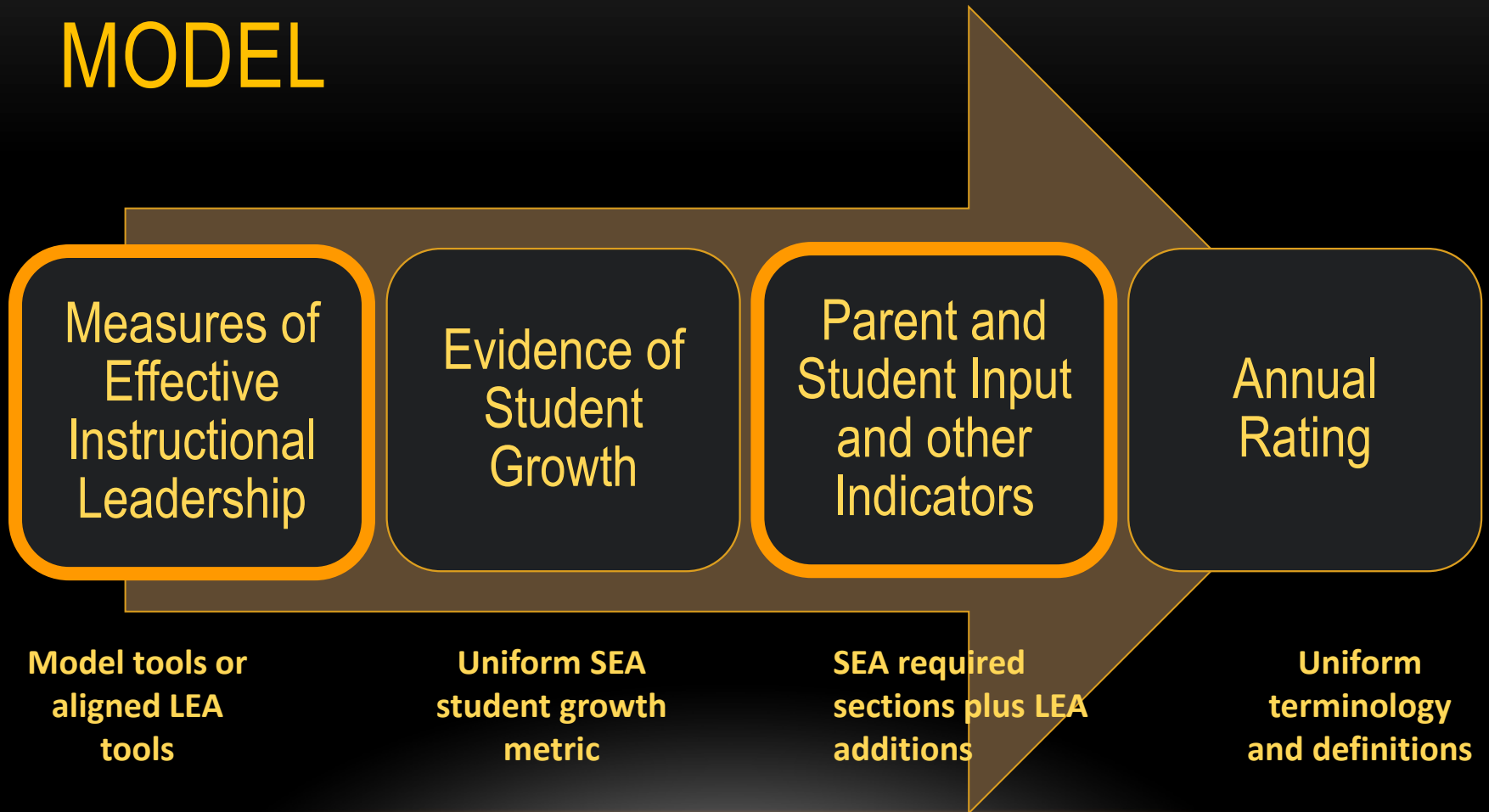
UTAH'S EVALUATION FRAMEWORK

- Requires LEAs to include meaningful, regular observations of teacher classroom practice <u>AND</u> administrator instructional leadership, with timely feedback for professional growth and learning *(formative & summative).*

SUMMATIVE LEADER EVALUATION MODEL

Measures of Effective Instructional Leadership	Evidence of Student Growth	Parent and Student Input and other Indicators	Annual Rating
Model tools or aligned LEA tools	Uniform SEA student growth metric	SEA required sections plus LEA additions	Uniform terminology and definitions

QUESTIONS

- How will this component of the leadership evaluation system impact teaching and learning in classrooms and schools?

QUESTIONS

- How will this component look different in low-capacity vs. high-capacity schools?

QUESTIONS

- How will reporting on this component be done (to provide actionable information to principals, schools, districts, leadership preparation programs, and the state)?
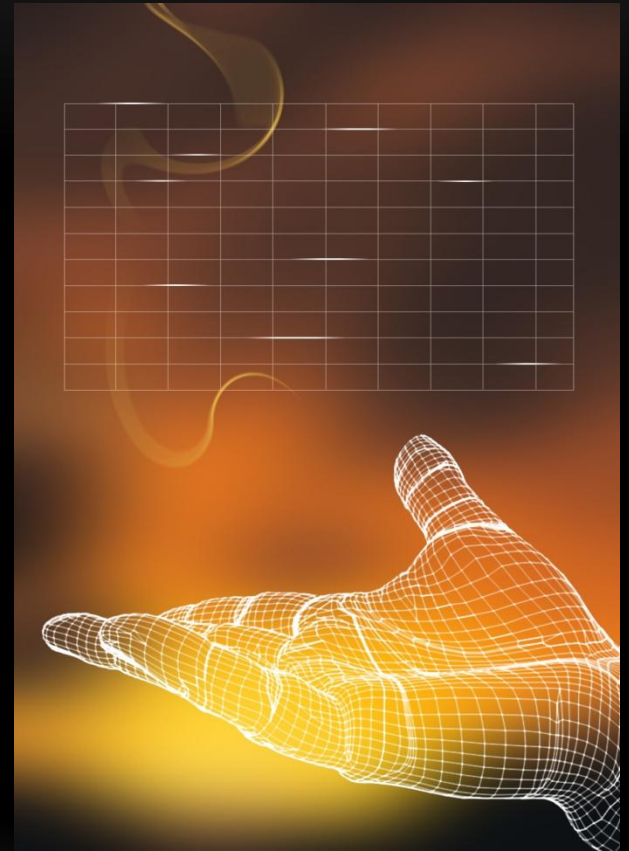
QUESTIONS

- How do we know if this component is working as we intended?